DOCUMENT RESUME

ED 354 022 JC 920 594

AUTHOR Soltz, Donald F.
TITLE JCCC Transfer Students: Their Destinations and Achievements.
INSTITUTION Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.
PUB DATE Oct 92
NOTE 45p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; College Role; *College Transfer Students; Community Colleges; Followup Studies; *Graduate Surveys; Higher Education; *Outcomes of Education; Participant Satisfaction; Program Effectiveness; *Student Attitudes; *Student Behavior; *Student Educational Objectives; Two Year Colleges; Two Year College Students
IDENTIFIERS *Johnson County Community College KS

ABSTRACT

In order to determine the number of Johnson County Community College (JCCC) students transferring to four-year institutions, records were obtained from 11 of 14 regional institutions most often accepting JCCC transfers. In addition, all JCCC students who had requested transcripts sent to a four-year institution between 1989 and 1990 were sent a brief survey on their educational status, backgrounds, experiences, and perceptions. A total of 335 surveys were returned. The two methods yielded a list of 1,645 former JCCC students who had transferred to four-year schools between summer 1990 and spring 1991. This represented 34% of the 3,552 students who were eligible for transfer (i.e., who left JCCC after spring 1990 with six or more credits). Major findings of the mail survey and analysis of academic records included the following: (1) the majority of JCCC transfer students transferred to institutions in Kansas and Missouri; (2) over 75% of the survey respondents indicated that their primary educational objective at JCCC had been preparation for transfer; (3) the 1,645 transfer students earned a mean cumulative grade point average (GPA) of 2.91 (4-point scale) in their JCCC courses, and 2.64 at their four-year institutions; (4) in 8 out of 10 institutional quality ratings, more students were satisfied with JCCC than with their four-year institutions; (5) receiving the most favorable ratings at JCCC were quality of instruction, convenience of class scheduling, and helpfulness of faculty; and (6) over half of the respondents indicated that JCCC had helped them develop communication skills, knowledge of arts and sciences, and greater self-confidence. Detailed data tables and the survey instrument are included. (PAA)

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JCCC TRANSFER STUDENTS:

THEIR DESTINATIONS AND ACHIEVEMENTS

Office of Institutional Research
Johnson County Community College
Overland Park, Kansas
66210

October 1992

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JCCC's Transfer Mission

One of the most important components of Johnson County Community College's mission is that of preparing its students for transfer to 4-year colleges and universities. This report provides information on the degree to which the college is fulfilling that goal. The major findings of the study are summarized in the body of the report. Appendix A contains tables detailing the findings.

Methods

The methods used to gather information on JCCC's transfer students are described here and documented in Appendices B through G. One measure of the effectiveness of JCCC's transfer function used in this report, namely transfer rate, is based on a comparison of the number of students leaving JCCC with 6 or more credit hours with the number of former students enrolling in 4-year institutions one semester later. The latter group was identified by two means. First, the names and academic records of former JCCC students who had enrolled in one of 14 regional institutions most often accepting the college's transfers were requested. Records were obtained from 11 of those institutions (see Appendix B). Second, a brief post card survey was mailed to all JCCC students who had requested that their transcripts be sent to a 4-year college between 1989 and 1990 (see Appendices C & D). The two methods combined yielded a list of 1,645 former JCCC students who had transferred to 4-year schools between summer 1990 and spring 1991.

A transfer follow-up survey was sent to these former JCCC students, in order to gather information on their perceptions of progress at their 4-year colleges, as well as comparisons of JCCC and the transfer institutions. Two mailings (an original and a follow-up) were conducted between December 1991 and February 1992 to the former JCCC students (Appendices E, F, and G). A total of 335 survey forms (20% of the 1,645) were returned.

This report thus summarizes information from two major sources: the academic records of the 1,645 transfer students from JCCC and the 11 colleges where the majority of them had transferred; and 335 former students' responses to a survey of their backgrounds, experiences, and perceptions.

Questions and comments pertaining to this study should be directed to:

Donald F. Soltz, Ph.D.
Senior Research Analyst
Office of Institutional Research
Johnson County Community College
12345 College Blvd.
Overland Park, KS 66210-1299
(913) 469-8500, ext. 3444

MAJOR FINDINGS

The Destinations of JCCC Transfer Students

* *The majority of JCCC students transferred to institutions in Kansas and Missouri, with the University of Kansas and Kansas State University receiving the two-thirds (67%) of them.*

The Transfer Mission of JCCC

* *A total of 1,645 former JCCC students enrolled in transfer institutions between summer 1990 and spring 1991, 1,220 of them during the summer and fall of 1990. That number constituted 34% of the 3,552 JCCC students who were eligible for transfer during the summer and fall of 1990--that is, those who left the college with 6 or more credits after the spring 1990 semester. This transfer rate of one out of three eligible JCCC students compares favorably with the national average of 25% (Berman, Curry, Nelson, & Weiler, 1990).*

* *Over three-fourths of the former JCCC students who responded to the transfer follow-up survey indicated that their primary educational objective at JCCC had been preparation for transfer.*

Academic Performance of Former JCCC Students

* *JCCC transfer students earned grade-point averages well above passing levels at both JCCC and their 4-year college or university. The 1,645 former students achieved a mean cumulative GPA of 2.91 in their JCCC courses and a mean cumulative GPA of 2.64 at the 4-year institutions to which they transferred.*

Former Students' Perceptions of JCCC

* *Based on responses of 335 former students to the transfer follow-up survey, JCCC compared favorably with the 4-year schools they were attending in many areas, particularly the quality of instruction, convenience of class scheduling, faculty helpfulness, and the registration process.*

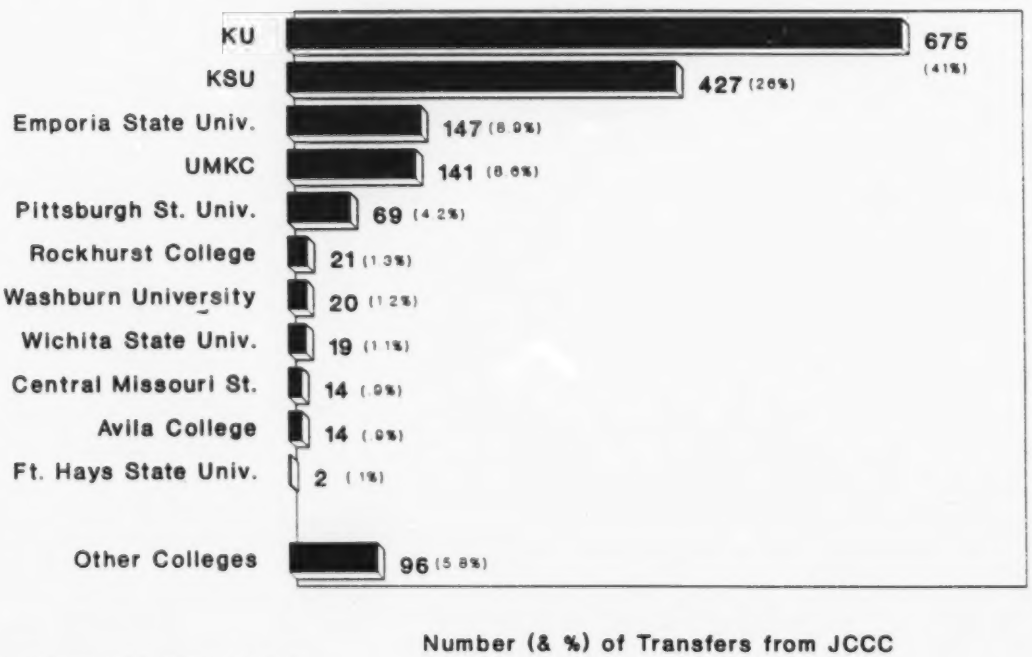
* *Former students responding to the survey items also indicated that JCCC had fulfilled their expectations in a number of areas, including improvement of several types of communication skills, broadened knowledge of arts and sciences, and improved decision-making skills.*

How Many JCCC Students Transfer & Where Do They Go?

To estimate the numbers of JCCC students who transferred to 4-year schools, this study relied on two sources of information--reports from a group of 4-year colleges in Kansas and Missouri and JCCC students' requests for transcripts. A total of 1,645 former JCCC students who had enrolled in a 4-year college or university between summer 1990 and spring 1991 were located by means of these two methods. Figure 1 shows the institutions that enroll the majority of JCCC's transfer students, as well as the numbers of students and percentages at each of these institutions.

Two-thirds of the former JCCC students attended either Kansas State University or the University of Kansas. The remainder enrolled primarily in Kansas, and to a lesser extent, Missouri institutions. See Table 11 in Appendix A for details.

Figure 1
Major Destinations of JCCC Transfer Students (Summer 1990-Spring 1991)



Note. Based on a total of 1,645 former JCCC students.

How Many Students Who Left with 6 or More Credits Transferred?

Determination of a transfer rate rests on at least two factors. One involves the number of credit hours a student has earned. It has been suggested that a student must earn at least 6 credit hours at a community college for that college to have made a significant contribution toward the student's achievement of the baccalaureate degree (Berman et al., 1990, p. 14). A second factor in determining transfer rate involves when students leave the community college; most transfer students enroll in a 4-year institution shortly after leaving the community college.

Of the 9,376 students who were enrolled at JCCC during spring 1990 and earned 6 or more credit hours by the end of the semester, 3,552 were subsequently identified as leavers--they did not re-enroll at JCCC during the fall 1990 semester. Data indicating what each of those students did as specific individuals after leaving JCCC are not available. However, it is known that 1,220 JCCC students with 6 or more credits registered in transfer institutions during the summer and fall 1990 semesters. A conservative estimate based on the above figures suggests that JCCC's transfer rate is roughly 34%, a figure that compares favorably with the 25% national average reported by Berman et al. (1990, p. 14). See Figure 2.

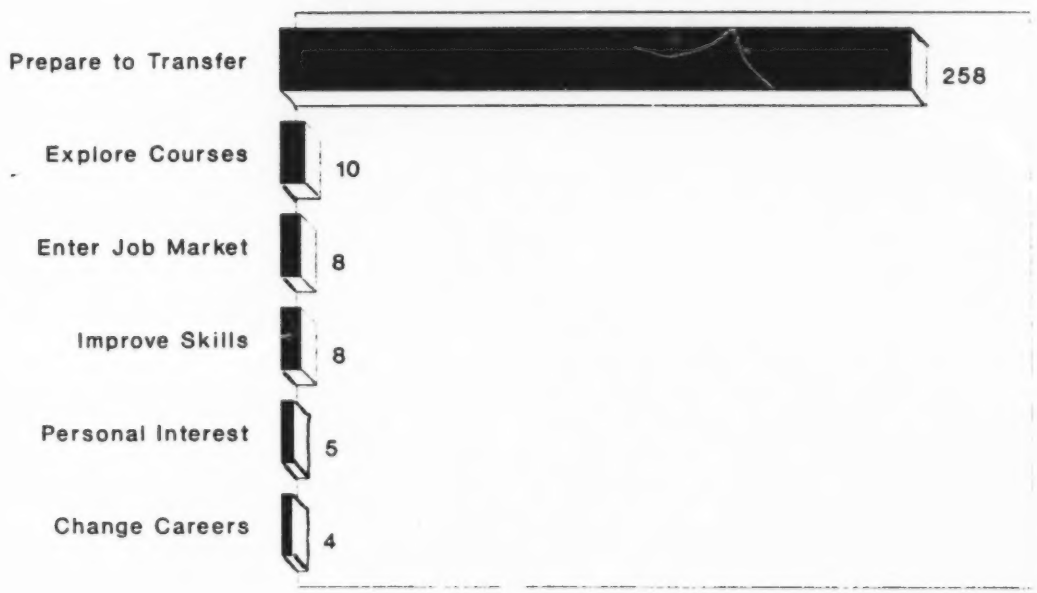
Figure 2. Numbers of JCCC Continuers, Leavers, & Transfers with 6 or More Credits--Spring-Fall Semesters, 1990

How Many Transfer Students Met Their Primary Objective?

Follow-up surveys mailed to JCCC transfer students included a question regarding their primary educational objectives. Over three-fourths (77%) of the 335 survey respondents who transferred between summer 1990 and spring 1991--indicated that they had entered JCCC with the objective of transferring to a 4-year college (see Figure 3). In other words, three-fourths of the JCCC transfer students responding to the survey had succeeded in meeting their primary objective of transfer to a 4-year college or university. See Table 5 in Appendix A for details.

It is also interesting that 77 transfer students who responded to the survey had entered the college with intentions other than transferring. Thus a substantial group of students who entered JCCC intending to explore courses, improve job skills, and the like, also transferred to 4-year colleges during the time period studied. These "unexpected transfers" provide additional evidence that the college is succeeding in its transfer function.

Figure 3
Primary Objective Stated by 335 Transfer Students At Time of 1st JCCC Enrollment



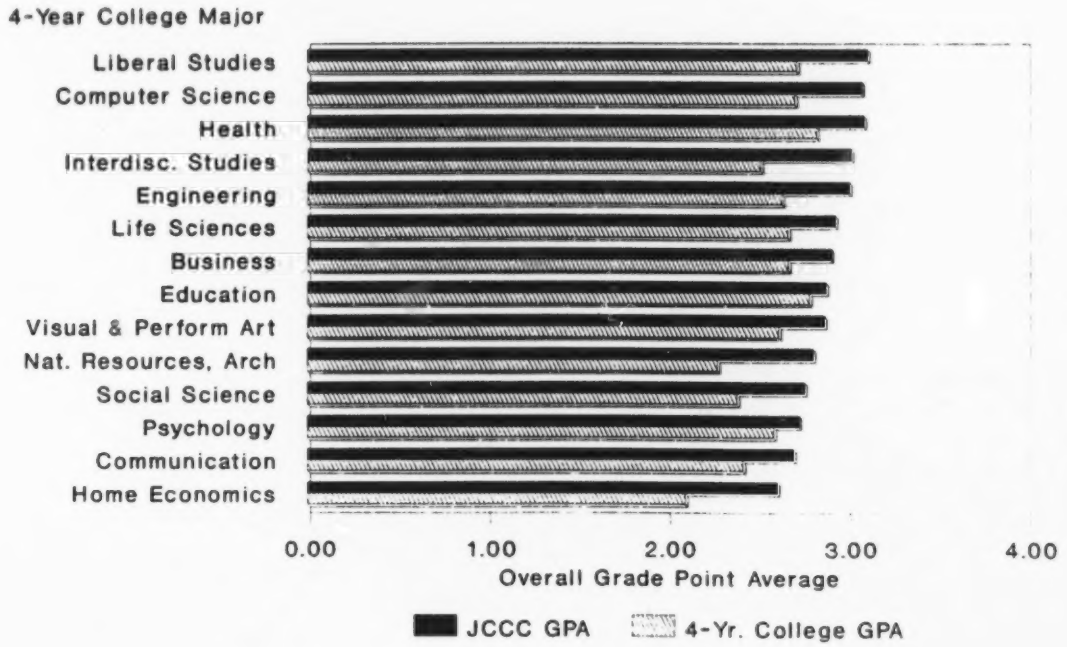
Note. No responses available from 42 students.

Were JCCC Transfer Students Academically Successful at JCCC & Their 4-year Colleges?

Former JCCC students who transferred during 1990 and 1991 achieved grades well above passing levels at both JCCC and the eleven 4-year colleges and universities for which records are available. As a group, they achieved an overall GPA at JCCC of 2.91 and earned an overall GPA of 2.64 at their 4-year colleges.

Figure 4 displays the cumulative grade point averages of JCCC transfer students from both JCCC and from their 4-year colleges, arrayed by their majors at the senior institutions. Note that GPAs at JCCC ranged between A- to C+ and between B and C at the 4-year institutions. Students transferring from JCCC to 4-year schools were therefore generally successful, academically, in both institutions. See Tables 13, 14, and 15 in Appendix A for details.

Figure 4
Transfer Students' JCCC & 4-Year College GPAs, by 4-Year College Majors

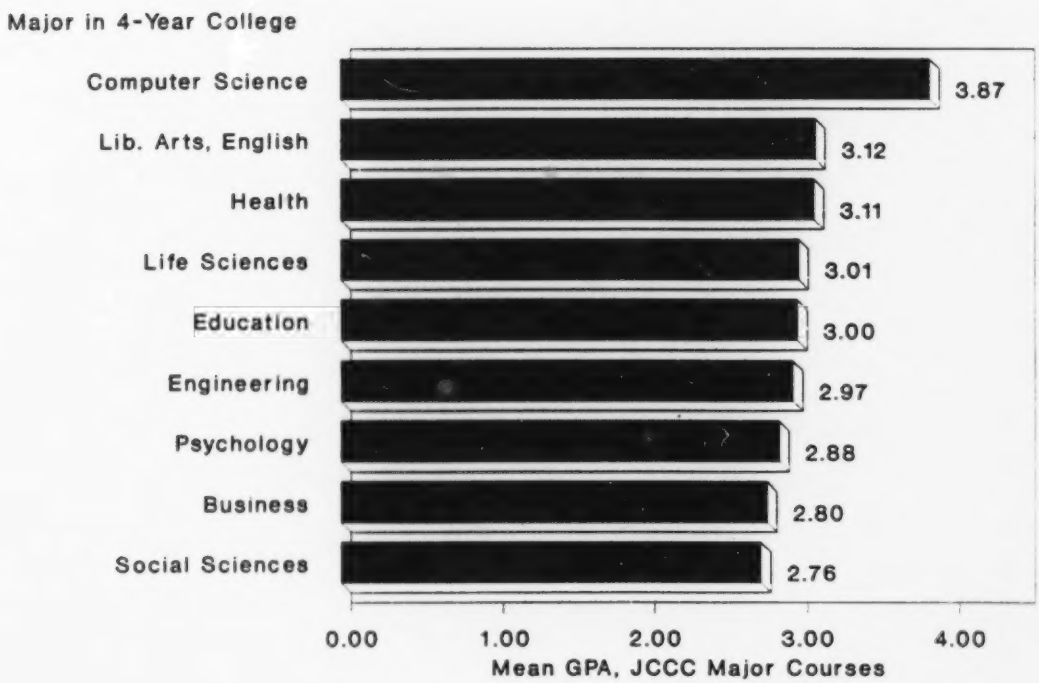


Were former students well-prepared by their ***major courses at*** *JCCC?*

Figure 5 indicates how well transfer students performed in the JCCC courses they took which were related to their eventual 4-year college majors. The figure therefore contains data that respond in part to the question of how well JCCC prepares its students for upper division work in their majors at 4-year colleges and universities.

On the average, JCCC grades earned by former students in courses related to their four-year college major ranged between A and C+. The highest achievement levels were associated with majors in computer science. Average grades achieved in other areas were lower, but generally in the B to C+ range. See tables 13, 14, and 15 in Appendix A for details.

Figure 5
Grade Point Averages in JCCC Courses Related to Majors in 4-Year Schools

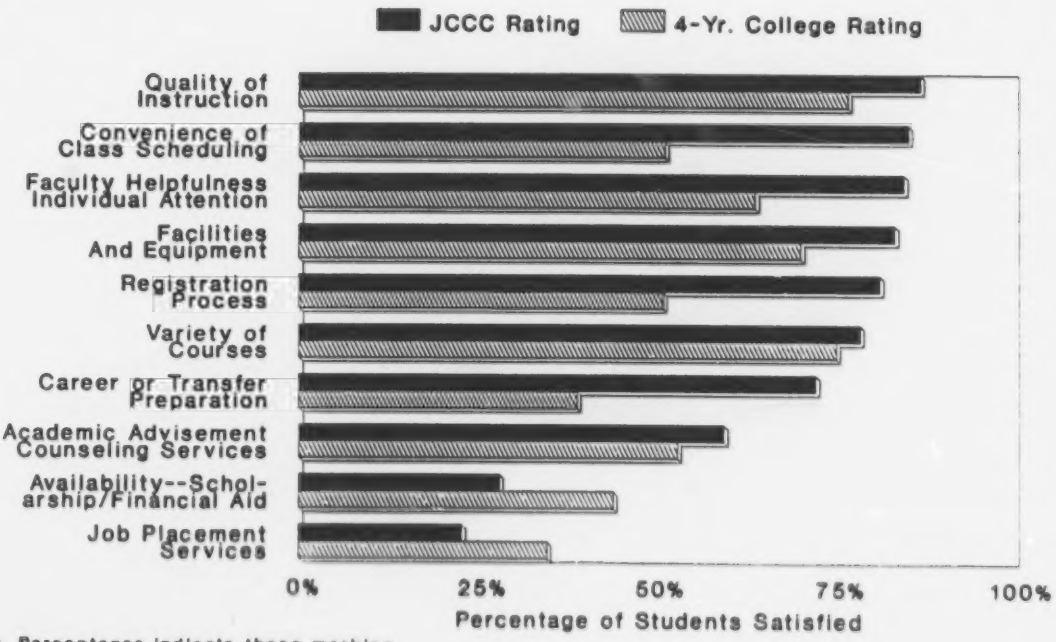


How Does JCCC Compare with 4-year Colleges?

Students who responded to the transfer follow-up survey were asked to rate their levels of satisfaction with selected characteristics at JCCC and at the 4-year college they attended. As Figure 6 indicates, JCCC is rated more favorably than 4-year colleges on all but two characteristics. Former JCCC students expressed the highest levels of satisfaction with the quality of instruction at JCCC and the lowest with JCCC's job placement services.

Former Johnson County students were therefore generally more satisfied with their experiences at JCCC than they were with those in the 4-year schools to which they had transferred. Only financial aid availability and job placement services at 4-year colleges were rated more highly than those at JCCC. See Table 10 in Appendix A for details.

Figure 6
JCCC and 4-Year Colleges: Comparisons
By JCCC Transfer Students



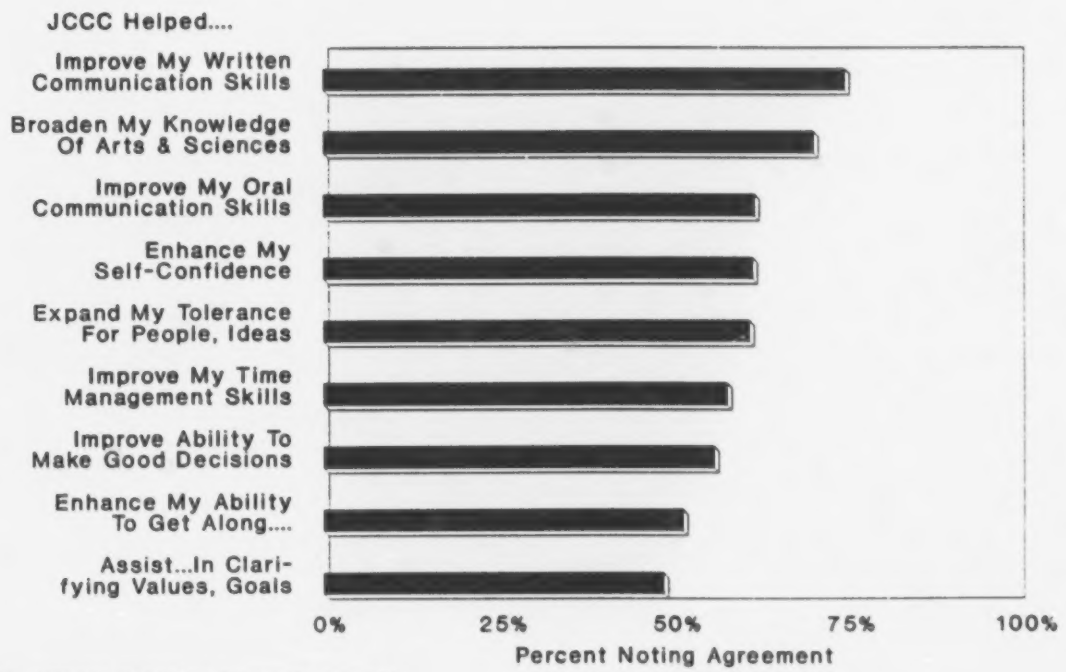
Note. Percentages indicate those marking "Satisfied"/"Very Satisfied" (N=338).

Which Skills & Personal Qualities Improved While Students Were at JCCC?

A question commonly raised about college enrollment is whether the experiences help students develop or improve many facets of their lives. The 335 transfer students who responded to the transfer follow-up survey were asked to rate nine skill areas and personal characteristics with respect to whether they thought attendance at JCCC had helped them improve in those areas.

As Figure 7 shows, the majority of students responding to the survey thought JCCC had helped them improve in all but one of the nine. Three-fourths of the former JCCC students indicated that the college had helped them improve their written communication skills. Fifty percent indicated that the college had enhanced their ability to get along with others. See Table 9 in Appendix A for details.

Figure 7
Student Characteristics that Were
Improved by Attendance at JCCC



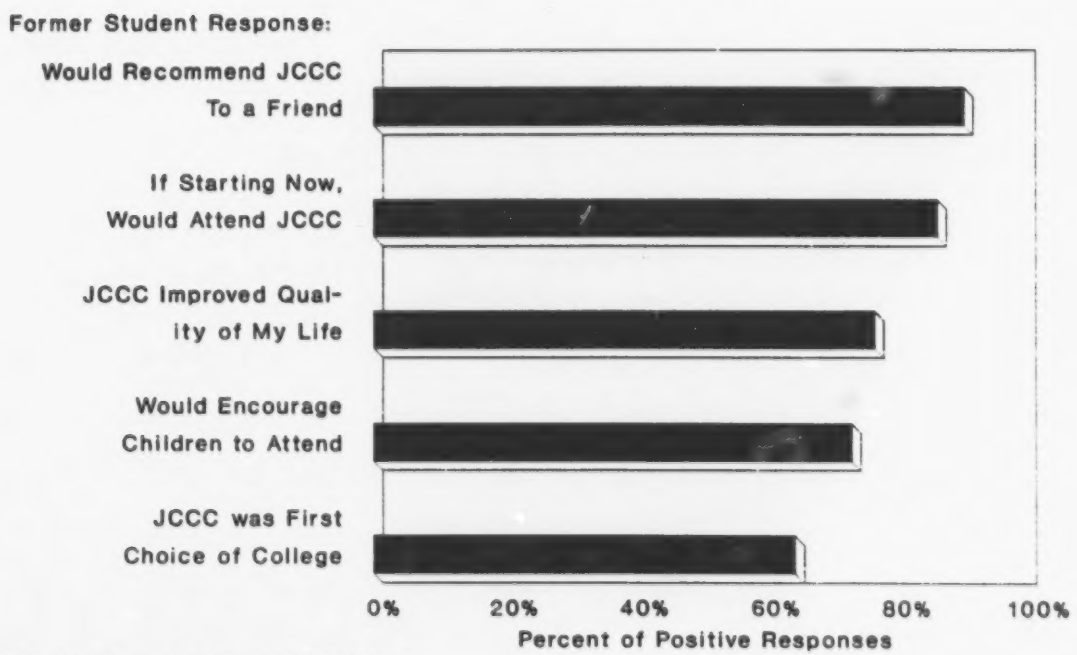
Note. Percent checking "strongly agree"/ "agree" for each statement.

TRANSFER STUDENTS' SATISFACTION WITH JCCC

Were Former JCCC Students Satisfied with the College?

The transfer follow-up survey also asked several questions that together suggest something of the degree of former students' satisfaction with, and positive feelings toward, JCCC. Students' responses provide firsthand information not only on how they felt about the college, but on how useful they considered their experiences in preparing them for a 4-year school (Figure 8). For instance, nine out of ten former JCCC students noted that they would recommend the college to friends and acquaintances. Nearly eight of ten (77%) of the former JCCC students indicated that attending the college had improved the quality of their lives aside from any financial gains they may have had. Approximately three-fourths of the students responding (73%) would encourage their children to attend JCCC. Roughly two-thirds (65%) of the former students responding to the survey indicated that JCCC was their first choice of a college at the time they enrolled. See Table 8 in Appendix A for details.

Figure 8
Satisfaction of Former Students
With Their Experiences at JCCC

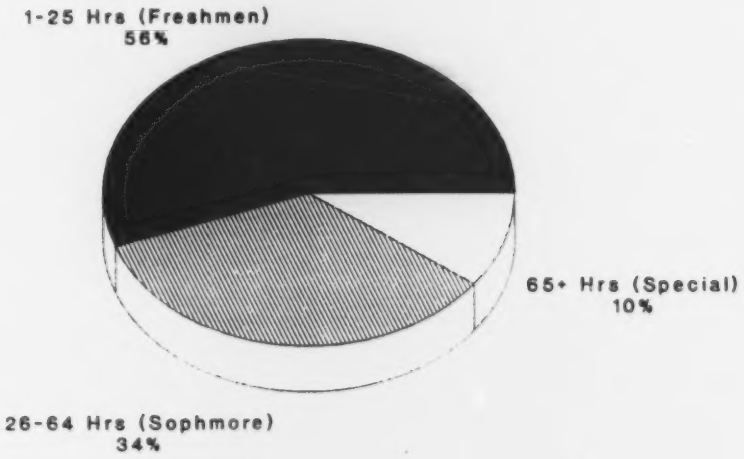


NOTE: Based on numbers of "definitely," "yes," and "probably" responses (N=335)

How Many Credit Hours Were Earned at JCCC by its Transfer Students?

Former students completed an average of 28.8 credit hours at JCCC before transferring. Half of them had earned 22 or fewer credit hours at the college and over half (56%) were classified as freshman (i.e., they had earned 25 or fewer credit hours). Thirty-four percent were sophomores at JCCC (i.e., they had earned between 26 and 64 credit hours). The remaining 10% who earned more than 64 credit hours at JCCC were classified as special students. See Figure 9.

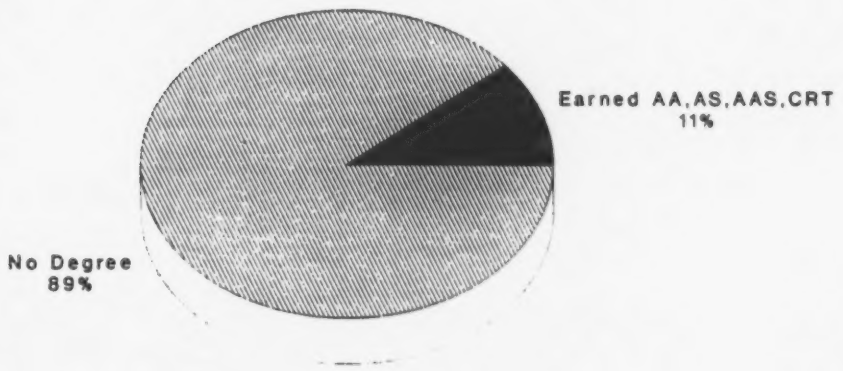
Figure 9. Credit Hours Earned (Class Levels) JCCC Transfer Students (N=1,645)



How Many Transfer Students Graduated from JCCC?

Research on transfer students suggests that those who earn degrees from their community college tend to be more successful in 4-year institutions. The data on credit hours earned presented earlier suggest that most JCCC students transfer prior to earning an associate's degree. As Figure 10 indicates, that is indeed the case. Of the 1,645 former students who transferred between summer 1990 and spring 1991, only 11% had earned a degree or certificate from JCCC prior to leaving the college.

Figure 10. Associate Degrees Earned by JCCC Transfer Students (N=1,645)

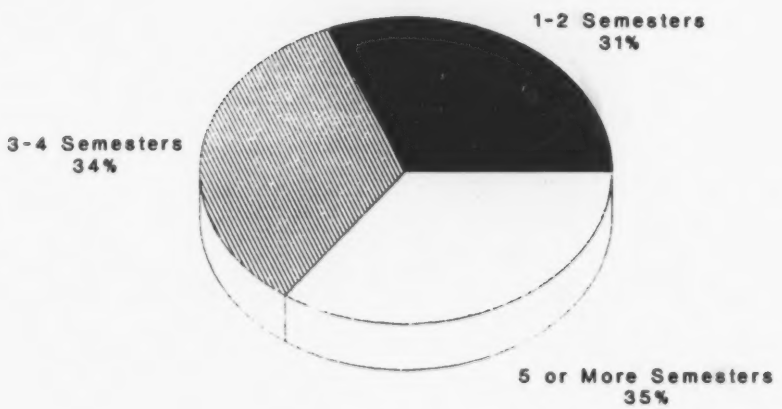


How Many Semesters Were Transfer Students Enrolled in JCCC?

The data presented above also suggest that JCCC's transfer students tend to leave the college before earning credit hours sufficient to qualify them for upper-division work on a degree at the 4-year institution. Figure 11 supports this view.

JCCC records indicate that two-thirds of the 1,645 former students who entered 4-year institutions between summer 1990 and spring 1991 had been associated with the college between one and four semesters, many on a part-time basis. The remaining third of the transfer students had attended for longer periods of time.

Figure 11. Number of Semesters Spent at JCCC by Transfer Students (N=1,645)



Based on the records of 1,645 former students who entered 4-year institutions between summer 1990 and spring 1991.

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Berman, P., Curry, J., Nelson, B., & Weiler, D. (1990). *Enhancing Transfer Effectiveness. A Model for the 1990s. A Study for the National Effective Transfer Consortium.* Washington, D.C.: American Association of Community and Junior Colleges.

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Table 1

DEMOGRAPHIC PROFILE OF SURVEY RESPONDENTS
(N=335)

	Number of Responses	Percent
Sex		
Male	157	47.3%
Female	175	52.7
Age		
18 to 25	249	74.3%
26 to 30	24	7.2
31 to 35	22	6.6
36 to 40	18	5.4
41 to 50	11	3.3
Over 50	3	1.1
Unknown	8	2.4
Mean = 24.5; Median = 21.0		
Race		
American Indian or Alaskan	6	1.8%
Hispanic	8	2.4
Asian or Pacific Islander	8	2.4
Black	6	1.8
White/other	299	89.3
Unknown	8	2.4
Marital Status		
Never married	248	74.0%
Currently married	69	20.6
Previously married	13	3.9
Unknown	5	1.5
Family Income		
Under $20,000	60	17.9%
$20,000 to 40,000	62	18.5
40,001 to 60,000	79	23.6
60,001 to 80,000	43	12.8
80,001 to 100,000	27	8.1
Over 100,000	27	8.1
Unknown	37	11.0

Table 2

EMPLOYMENT PROFILE OF SURVEY RESPONDENTS
(N=335)

	Number of Responses	Percent
Employment Status		
Full-time military	1	0.2%
Employed full-time (30+ hours/week)	51	15.2
Employed part-time (under 30 hours/week)	137	40.9
Unemployed, actively looking for work	13	3.9
Out of labor force	126	38.8
Unknown	9	2.7

Table 3

SOURCES OF INCOME OF SURVEY RESPONDENTS
(N=335)

	Number of Responses	Percent
All Sources of Income		
Parents/Guardian	188	56.1%
Employment Off-Campus	173	51.6
Student Loan(s)	76	22.7
Grant/Scholarship	92	27.5
Employment On-Campus	37	11.0
Other/Unknown	75	22.4

Note. Multiple responses possible; numbers and percentages are not additive.

Table 4

PRIMARY SOURCE OF INCOME FOR SURVEY RESPONDENTS
(N=335)

	Number of Responses	Percent
Source of Income		
Parents/Guardian	140	41.8%
Employment Off-Campus	87	26.0
Student Loan(s)	18	5.3
Employment On-Campus	10	3.0
Grant/Scholarship	14	4.2
Other/Unknown	47	14.0

Table 5

JCCC EDUCATIONAL OBJECTIVE OF SURVEY RESPONDENTS
(N=335)

	Number of Responses	Percent
Original Primary Educational Objective at JCCC		
Prepare to transfer	254	75.8%
Explore courses to decide on new career	9	2.7
Prepare to enter job market	8	2.4
Improve skills for present job	8	2.4
Study topics of interest/self-improvement	5	1.5
Prepare to change careers	4	1.2
Remedy or review basic skills	1	0.3
Other/unknown	45	13.4
Changed Educational Objective at JCCC		
Yes	35	10.4
No	288	86.0
Unknown	12	3.6
New Educational Objective		
Prepare to transfer	23	67.6%
Explore career possibilities	6	17.6
Prepare to change careers	2	5.9
Enter the job market	1	2.9
Other/unknown	2	5.9
Achieved Ultimate Educational Objective at JCCC		
Yes, completely	191	57.0%
Yes, partially	111	33.1
No	22	6.6
Unknown	11	3.3
JCCC Helped Achieve Objective		
Yes, completely	264	78.8%
Unsure	30	9.0
No	8	2.4
Unknown	33	9.9

Table 6

JCCC ENROLLMENT HISTORY
(N=335)

	Number of Responses	Percent
Year Most Recently Enrolled		
1989	14	4.2%
1990	189	56.4
Other	119	35.5
Unknown	13	3.9
Total Number of Semesters Enrolled at JCCC		
1 or 2	101	30.4%
3 or 4	110	32.8
5 or 6	71	21.2
7 or 8	22	6.6
9 or more	21	6.3
Unknown	10	3.0
Mean = 4.1; Median = 4.0		
Total Number of Semesters Enrolled Full-Time at JCCC		
None	124	37.0%
1 or 2	81	24.2
3 or 4	93	27.8
5 or 6	19	5.7
7 or 8	1	0.3
9 or more	2	0.6
Unknown	15	4.4
Mean = 1.8; Median = 1.0		

Table 7

JCCC PROGRAM MAJORS & ACADEMIC PERFORMANCE
(N=335)

	Number of Responses	Percent
Program Major		
General transfer	113	33.7%
Business technology	64	19.1
Communications	16	4.8
Humanities/social sciences/arts	19	5.7
Science/math	46	13.7
Computer science	6	1.8
Undecided	14	4.2
Unknown	57	17.0
Self-Reported Credit Hours Completed		
1 to 5	20	6.0%
6 to 10	33	9.9
11 to 15	34	10.1
16 to 30	71	21.2
31 to 45	43	12.8
46 to 60	42	12.5
Over 60	90	26.9
Unknown	2	0.6
Mean = 36.5; Median = 30.0		
Self-Reported JCCC Grades		
Mostly A's	77	23.0%
Mostly A's - B's	122	36.4
Mostly B's	60	17.9
Mostly B's - C's	46	13.7
Mostly C's	15	4.5
Mostly C's - D's	2	0.6
Unknown	13	3.9
Earned Associate Degree?		
Yes	73	21.8%
No	262	78.2

Table 8

SATISFACTION WITH JCCC
(N=335)

	Number of Responses	Percent
JCCC Was First Choice		
Yes	216	64.5%
Unsure	38	11.3
No	73	21.8
Unknown	8	2.4
JCCC Improved Quality of Life		
Definitely	143	42.7%
Probably	114	34.0
Uncertain	46	13.7
Probably not	15	4.5
Definitely not	5	1.5
Unknown	12	3.6
If Starting Now, Would Attend JCCC Again		
Definitely	220	65.7%
Probably	69	20.6
Uncertain	17	5.1
Probably not	11	3.3
Definitely not	10	3.0
Unknown	8	2.4
Would Recommend JCCC to Friends		
Yes	303	90.4%
Unsure	19	5.7
No	6	1.8
Unknown	7	2.1
Would Encourage Own Children to Attend JCCC		
Yes	245	73.1%
Unsure	61	18.2
No	17	5.1
Unknown	12	3.6

Table 9

PERCEPTIONS OF JCCC EXPERIENCES
(N=335)

JCCC Helped--	Number of Responses	Agree	Neutral	Disagree
Improve written communication skills	292	75.0%	21.9%	3.1%
Broaden knowledge of arts and sciences	284	70.5	25.4	4.3
Improve oral communication skills	277	62.1	34.7	3.3
Improve decision-making skills	279	56.2	40.5	3.2
Improve time management skills	278	58.1	36.0	5.9
Enhance self-confidence	283	61.8	34.4	3.6
Expand my tolerance for people and ideas	277	61.3	33.6	5.0
Clarify values and goals	278	48.9	42.8	8.2
Enhance my ability to get along with others	279	51.7	42.7	6.1

NOTE: Data were collected utilizing a 5-point scale ranging from strongly agree to strongly disagree. Thus, the "agree" column includes "strongly agree" and "agree" responses combined and the "disagree" column includes "disagree" and "strongly disagree" responses combined.

Table 10

SATISFACTION WITH VARIOUS ASPECTS OF COLLEGE

	At JCCC				At Four-Year College/University			
	Number of Responses	Satisfied	Neutral	Dissatisfied	Number of Responses	Satisfied	Neutral	Dissatisfied
Quality of instruction	320	86.8%	9.7%	3.5%	321	76.7%	15.6%	7.8%
Convenience of class scheduling	322	85.1	10.2	4.7	322	51.3	18.6	30.1
Helpfulness/individual attention of faculty	316	84.5	12.3	3.1	321	63.8	19.3	16.8
Facilities and equipment	309	83.2	14.6	2.3	314	70.1	15.3	14.6
Registration process	322	81.1	9.9	9.0	321	51.0	17.1	31.8
Variety of Courses	314	78.4	16.6	5.1	322	75.1	15.8	9.0
Career or transfer preparation	310	72.2	21.0	6.8	238	39.0	51.7	9.2
Academic advisement and counseling	296	59.5	30.7	9.8	315	53.1	17.1	29.8
Availability of scholarships and financial aid	249	28.1	62.2	9.6	279	44.1	39.4	16.5
Job Placement Services	215	22.8	73.0	4.2	221	34.8	60.2	5.0

NOTE: Data were collected utilizing a 5-point scale ranging from very satisfied to very dissatisfied. Thus, the "satisfied" column includes "very satisfied" and "somewhat satisfied" responses combined and the "dissatisfied" column includes "somewhat dissatisfied" and "very dissatisfied" responses combined.

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Table 11

ENROLLMENT OF JCCC STUDENTS IN TRANSFER INSTITUTIONS
(N = 1,645)

	Number of Responses	Percent
Transfer Institution		
The University of Kansas	675	41.0%
Kansas State University	427	26.0
Emporia State University	147	8.9
University of Missouri-Kansas City	141	8.6
Pittsburg State University	69	4.2
Rockhurst College	20	1.3
Washburn University	20	1.2
Wichita State University	19	1.2
Central Missouri State University	14	0.9
Avila College	14	0.9
Fort Hays State University	2	0.1
Other, Unknown	97	5.8
Year First Entered Transfer Institution		
1990	1,389	89.7
1991	158	10.2
Other, Unknown	1	0.1
Class Standing at Transfer Institution		
Freshman	719	46.6%
Sophomore	381	24.7
Junior	343	22.2
Senior	90	5.8
Graduate student	2	0.1
Other/unknown	11	0.7

Table 12

STUDENT CREDIT HOURS--TRANSFER INSTITUTIONS
(N=1,645)

	Number of Students	Percent
Credit Hours Attempted		
1- 25	1,115	67.8%
26- 50	417	25.3
51- 75	12	0.7
76-100	4	0.2
Unknown	97	5.9
Mean = 18.9; Median = 15.0		
Credit Hours Completed		
1- 25	1,148	69.8%
26- 50	376	22.9
51- 75	11	0.7
76-100	1	0.1
Unknown	109	6.6
Mean = 17.8; Median = 15.0		

Table 13

GRADE POINT AVERAGE EARNED AT JCCC
(N=1,645)

	Number of Students	Percent
Overall Grade Point Average		
0.00-0.99	17	1.0%
1.00-1.99	71	4.4
2.00-2.99	704	43.2
3.00-3.99	720	44.2
4.00	118	7.2
Unknown	15	0.9

Mean = 2.91; Median = 3.00

Table 14

GRADE POINT AVERAGE EARNED
AT TRANSFER INSTITUTION
(N=1,645)

	Number of Students	Percent
Overall Grade Point Average		
0.00-0.99	73	4.4%
1.00-1.99	197	12.0
2.00-2.99	674	41.0
3.00-3.99	535	32.5
4.00	68	4.1
Unknown	98	6.0

Mean = 2.64; Median = 2.73

Table 15

JCCC STUDENTS' CUMULATIVE GRADE POINT AVERAGES AT JCCC AND 4-YEAR INSTITUTIONS, BY 4-YEAR COLLEGE MAJOR

Major Area of Study, 4-Year College	Number of Cases	JCCC Cum. GPA	Transfer Cum. GPA
Math	6	3.53	3.04
Liberal Studies	34	3.11	2.72
Physical Sciences	9	3.10	3.12
Computer Science	24	3.08	2.71
Health	68	3.09	2.83
Interdisciplinary Studies	77	3.02	2.52
Engineering	139	3.01	2.64
Life Sciences	50	2.93	2.67
Business	336	2.91	2.67
Education	174	2.88	2.79
Visual & Performing Arts	34	2.87	2.62
Natural Resources, Architecture	24	2.81	2.28
Social Sciences (not Psychology)	149	2.76	2.39
Psychology	56	2.73	2.59
Communication	78	2.70	2.42
Home Economics	26	2.61	2.10

Note. Caution should be used in interpreting the meaningfulness of the data when the number of cases is small (i.e., less than 10 students).

Table 16

GRADE POINT AVERAGES IN JCCC COURSES RELATED TO TRANSFER STUDENTS' 4-YEAR COLLEGE MAJORS

Major Area of Study, 4-Year College	Number of Cases	JCCC Cumulative GPA In Courses Related To 4-Year College Major
Computer Science	11	3.87
Mathematics	5	3.68
Liberal Arts, English	30	3.12
Health	49	3.11
Foreign Languages	4	3.02
Life Sciences	39	3.01
Education	141	3.00
Engineering	88	2.97
Physical Sciences	8	2.90
Psychology	29	2.88
Business	196	2.80
Social Sciences (not Psychology)	53	2.76

Note. Caution should be used in interpreting the significance of the data when the number of cases is small (i.e., less than 10 students). Related courses were defined as those with the same course prefixes (e.g., "Education" courses taken by education majors) or related, required course prefixes (e.g., math courses needed for a major in the physical sciences).

Table 17

CURRENT PRIMARY EDUCATIONAL OBJECTIVE

	Number of Responses	Percent
Educational Objective		
Prepare to enter the job market	124	37.0%
Prepare for graduate school	104	31.0
Transfer to another college or university	34	10.1
Prepare to change career	7	2.8
Explore career possibilities	3	0.9
Study topics of interest/self-improvement	3	0.9
Improve skills for present job	2	0.6
No plans for more education	1	0.2
Remedy or review basic skills	1	0.2
Other/unknown	56	16.7

APPENDIX B

LETTER TO TRANSFER RECIPIENT INSTITUTION

July 11, 1991

Title Firstname Lastname
Position
College
Address
City, State Zip

Dear Salutation:

The Office of Institutional Research is conducting JCCC's annual transfer follow-up process that tracks JCCC students who transfer to four year institutions and provides information relevant to JCCC's role in preparing students for transfer. In order to conduct this process, we must identify and be able to contact those students who have transferred within the last year.

We very much need your help in this process.

It is important that we be able to identify students at College who have transferred from JCCC in the summer 1990, fall 1990, or spring 1991 semesters. Would it be possible for you to provide any or all of the following information to us regarding each of these former JCCC students?

1. Name
2. Social Security Number
3. Current address
4. First semester enrolled at College
5. Class (Freshman, Sophomore, Junior, Senior)
6. Major (by CIP code)
7. Cumulative GPA at College
8. Number of hours completed at College
9. Number of hours attempted at College

If possible, it would also be helpful to us if you could provide the average GPA for all transfer students at College.

Thank you very much for your assistance in this matter. If you are interested, we would be happy to share results of our follow-up studies with you--just let me know. Please feel free to call if you have any questions.

Sincerely,

Jeffrey A. Seybert, Ph.D.
Director, Research, Evaluation,
and Instructional Development

APPENDIX C

POSTCARD SURVEY COVER LETTER

September 20, 1991

Dear JCCC Student or Former Student:

Johnson County Community College is interested in the academic progress of its students. Specifically, we would like to know your academic involvement during the completed summer 1990, fall 1990, and spring 1991 semesters. This information will assist our office in its student follow-up activities.

Please take a minute to complete the enclosed self-addressed, stamped postcard and return it to us as soon as possible. Your response will be a big help to us.

We may want to contact you again within the next year or so. If there is a better permanent address at which to reach you, please correct the address label on the postcard. Thank you for your assistance.

Respectfully,

Jeffrey A. Seybert, Ph.D.
Director, Research, Evaluation,
and Instructional Development

encl.

APPENDIX D

POSTCARD SURVEY FORM

YOUR ACADEMIC INVOLVEMENT DURING SUMMER 1990:

____ Enrolled at JCCC or another 2-year college

____ Enrolled at a 4-year college or university for the first time since attending JCCC

____ Enrolled at a 4-year college or university as a continuing student

____ Not enrolled

YOUR ACADEMIC INVOLVEMENT DURING FALL 1990:

____ Enrolled at JCCC or another 2-year college

____ Enrolled at a 4-year college or univ. for the first time since attending JCCC

____ Enrolled at a 4-year college or univ. as a continuing student

____ Not enrolled

YOUR ACADEMIC INVOLVEMENT DURING SPRING 1991:

____ Enrolled at JCCC or another 2-year college

____ Enrolled at a 4-year college or univ. for the first time since attending JCCC

____ Enrolled at a 4-year college or univ. as a continuing student

____ Not enrolled

*If the above address is incorrect, please make appropriate changes.

ATTENTION: INSTITUTIONAL RESEARCH

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APPENDIX E

SURVEY COVER LETTER

December 19, 1991

Dear Former JCCC Student:

As part of Johnson County Community College's continuing commitment to improve its programs and services, we are surveying former students who have transferred to 4-year colleges and universities. We are particularly interested in your academic progress and how well you feel JCCC prepared you for your subsequent academic endeavors. Your experiences at both a 4-year college or university and at JCCC give you valuable insights which can help us evaluate our educational offerings.

We very much appreciate your taking a few minutes during this busy time of year to complete the enclosed survey. Please return the completed survey using the enclosed postage-paid reply envelope by January 9, 1992. Your responses are important and your insights will be used by the college to help us in meeting the needs of future JCCC students. Naturally all responses will be kept strictly confidential and reported as group data only.

Thank you for your time and your contribution to this important project. Good luck and best wishes in your future endeavors.

Sincerely,

Jeffrey A Seybert, Ph.D.
Director, Research, Evaluation,
and Instructional Development

Enclosure

APPENDIX F

FOLLOW-UP SURVEY COVER LETTER

February 5, 1992

Dear Former JCCC Student:

A few weeks ago Johnson County Community College mailed you a Transfer Follow-Up Survey requesting information about your experiences at JCCC and at your transfer institution. Our records indicate that we have not yet received a response from you.

We have enclosed a second copy of the survey for your convenience, in case your original copy has been misplaced. We would very much appreciate it if you would complete the survey and return it to us in the enclosed postage-paid envelope by February 20, 1992. The survey should take no more than 10 minutes to complete.

Your opinions and insights are very important to JCCC and your response will help us plan programs and provide services that best serve our students. Your survey responses are completely confidential and individual responses are shared with no one. So please, take the next few minutes to complete and mail the enclosed Transfer Follow-Up Survey. If you have already done so, thank you very much for your cooperation.

Thank you again for your time and your contribution to this important project.

Sincerely,

Jeffrey A Seybert, Ph.D.
Director, Research, Evaluation,
and Instructional Development

Enclosures

APPENDIX G

TRANSFER FOLLOW-UP SURVEY FORM

JOHNSON COUNTY COMMUNITY COLLEGE
TRANSFER FOLLOW-UP SURVEY
SPRING 1990

Former JCCC Student: Please take a few minutes to carefully respond to each of the following questions as honestly and completely as possible, then return the completed survey to us in the envelope provided. All responses will be kept strictly confidential and reported as group data only. Thank you for your help.

_____NOTE: If you did not complete at least one credit course at JCCC during fall 1988, spring 1989 or summer 1989, and did not transfer to a 4-year college or university, please check here and return the uncompleted survey to us so our records can be updated. Thank you.

---

1. What was your major or main area of study at JCCC? _____ _____

2. How many credit hours did you complete at JCCC? _____

3. How many semesters were you enrolled at JCCC?

   _____ part-time (11 hours or less) _____ full-time (12 hours or more)

4. When were you last enrolled at JCCC? Summer of 19____ Fall of 19____ Spring of 19____

5. Did you earn an associate's degree at JCCC?

   _____1. Yes
   _____2. No

6. What 4-year school do you attend? _____

7. What is your current class standing at the 4-year college/university you attend?

   _____1. Freshman
   _____2. Sophomore
   _____3. Junior
   _____4. Senior
   _____5. Graduate student

---

8. Based on your own personal experiences, please indicate your level of satisfaction with each of the following aspects of JCCC by circling the number which best reflects your opinion according to the following scale. Also indicate your level of satisfaction with each of these aspects of the 4-year school you attend. Skip those items which are not applicable to you.

   1 = Very dissatisfied 2 = Somewhat dissatisfied 3 = Neutral
   4 = Somewhat satisfied 5 = Very satisfied

		AT JCCC					AT 4-YEAR SCHOOL				
A.	Academic advisement/ counseling services	1	2	3	4	5	1	2	3	4	5
B.	Availability of scholarships and financial aid	1	2	3	4	5	1	2	3	4	5
C.	Registration process	1	2	3	4	5	1	2	3	4	5
D.	Convenience of class scheduling	1	2	3	4	5	1	2	3	4	5
E.	Variety of courses	1	2	3	4	5	1	2	3	4	5
F.	Helpfulness/individual attention of faculty	1	2	3	4	5	1	2	3	4	5
G.	Quality of instruction	1	2	3	4	5	1	2	3	4	5
H.	Transfer preparation	1	2	3	4	5	1	2	3	4	5
I.	Job placement services	1	2	3	4	5	1	2	3	4	5
J.	Facilities and equipment	1	2	3	4	5	1	2	3	4	5

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9. People have different reasons for attending college--career training, personal growth, intellectual development, and so on. Please rate each of the following with regard to how much you agree that JCCC should have helped you with this, and how much you agree that your experiences at JCCC actually helped accomplish it, based on the following scale (circle one response for each). Skip those which are not applicable to you.

1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

		JCCC should have done this					JCCC affected me this way				
A.	Broadened my knowledge of the arts and sciences	1	2	3	4	5	1	2	3	4	5
B.	Improved my ability to communicate orally	1	2	3	4	5	1	2	3	4	5
C.	Improved my ability to communicate in writing	1	2	3	4	5	1	2	3	4	5
D.	Improved my ability to make good decisions	1	2	3	4	5	1	2	3	4	5
E.	Improved my ability to make constructive use of time	1	2	3	4	5	1	2	3	4	5
F.	Enhanced my ability to get along with others	1	2	3	4	5	1	2	3	4	5
G.	Expanded my tolerance for people and ideas	1	2	3	4	5	1	2	3	4	5
H.	Assisted me in clarifying the values and goals of my life	1	2	3	4	5	1	2	3	4	5
I.	Enhanced my self-confidence	1	2	3	4	5	1	2	3	4	5

10. Was JCCC your "first choice" educational institution at the time you first enrolled?

_____1. Yes
_____2. Unsure
_____3. No

11. Regardless of the financial benefits, do you feel your JCCC experiences have improved the quality of your life?

_____1. Definitely yes
_____2. Probably yes
_____3. Uncertain
_____4. Probably no
_____5. Definitely no

12. If you could go back, knowing what you know now, would you still attend JCCC?

_____1. Definitely yes
_____2. Probably yes
_____3. Uncertain
_____4. Probably no
_____5. Definitely no

13. Would you recommend attending JCCC to your friends and acquaintances?

_____1. Yes
_____2. Unsure
_____3. No

14. Would you encourage your children to attend JCCC?

_____1. Yes
_____2. Unsure
_____3. No

15. For you, what was the primary advantage of attending JCCC prior to transferring to a 4-year college/university?

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16. What was your primary educational objective when **first enrolling** at JCCC? (Check only one)

_____1. Prepare to transfer to another college or **university**
_____2. Prepare to enter the job market
_____3. Improve skills for your present job
_____4. Explore courses to decide on a new career
_____5. Remedy or review basic skills
_____6. Study topics of interest or for self-improvement
_____7. Prepare to change careers
_____8. Other (please specify)_____

17. Did you change this educational objective while a student at JCCC?

_____1. Yes, changed objective to_____
_____2. No

18. Did you achieve your ultimate educational objective at JCCC?

_____1. Yes, completely
_____2. Yes, partially
_____3. No (If no, briefly explain, then skip to Question 21)

19. Did JCCC help you to achieve this educational objective?

_____1. Yes
_____2. Unsure
_____3. No (if no, please explain)

20. Which of the following best describes your current primary educational objective? (check only one)

_____ 1.Transfer to another college or university
_____ 2.Prepare for graduate school
_____ 3.Prepare to enter the job market
_____ 4.Improve skills for your present job
_____ 5.Explore courses to decide on a new career
_____ 6.Remedy or review basic skills
_____ 7.Study topics of interest or for self-improvement
_____ 8.Prepare to change careers
_____ 9.No plans for more education
_____10.Other (please specify)_____

21. If you could name one faculty or staff member who had the greatest impact on you at JCCC, who would it be? _____

Why did you select this person? _____

_____

_____

Personal Profile

22. What is your sex?

_____1. Female
_____2. Male

23. What is your age? _____

24. What is your race?

_____1. American Indian/Alaskan
_____2. Hispanic
_____3. Asian/Pacific Islander
_____4. Black
_____5. White/other

25. What is your marital status?

_____1.Single/never married
_____2.Married
_____3.Previously married (separated, divorced, or widowed)

26. Please describe your JCCC grades:

_____1. Mostly A's
_____2. Mostly A's and B's
_____3. Mostly B's
_____4. Mostly B's and C's
_____5.Mostly C's
_____6.Mostly C's and D's
_____7.Mostly D's
_____8.Mostly F's

27. Which of the following best describes your current employment situation?

_____1. Full-time military
_____2. Employed full-time (30+ hours per week)
_____3. Employed part-time (under 30 hours per week)
_____4. Unemployed, actively looking for work
_____5. Not in labor force (not employed and not looking for work)

28. Which of the following describes your source(s) of income? (check all that apply)

_____1. Employment (on campus)
_____2. Employment (off campus)
_____3. Student loan(s)
_____4. Grant/scholarsnip
_____5. Parents/Guardian
_____6. Other (please specify)_____

29. Which of the following describes your primary source of income? (check only one)

_____1. Employment (on campus)
_____2. Employment (off campus)
_____3. Student loan(s)
_____4. Grant/scholarship
_____5. Parents/Guardian
_____6. Other (please specify)_____

30. Which of the following best describes your annual family income?

_____1. Under $20,000
_____2. $20,000 to $40,000
_____3. $40,001 to $60,000
_____4. $60,001 to $80,000
_____5. $80,001 to $100,000
_____6. Over $100,000

31. Any other comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future JCCC students would be appreciated. Thank you.